

HAWAII'S AMERICAN-JAPANESE PROBLEM SEEN BY DR. GULICK

(Continued from page seventeen)

all local matters each state is completely self-governing, neither Congress nor the President having any authority in the matter. The Federal Government has only such authority and sovereignty over the several states as has been specifically given to it by the Constitution of the United States. Among these is the power to make treaties with other nations and to declare war or make peace. In these matters the States have surrendered their powers to the United States.

2. In each state, the government rests upon the will and action of the people. There is no ruling class. All adult males are voters. In some states the women also are given the suffrage. Each state decides for itself such matters. Every citizen is supposed to have a responsible part in promoting the welfare of the State. For convenience of administration, certain duties are assigned to certain individuals for a specified length of time. This selection of individuals for administrative offices takes place by voting. Every individual is eligible for any post of responsibility, provided he has the right age and has certain specified qualifications. In other words, the ideal of the government of the nation as a whole and also of each State is thoroughgoing democracy. In the American system of government, there is no place or provision for a class that has no vote or no responsibility. Where such conditions have grown up, as among the negroes of the southern states, it is contrary to the American ideal and is a source of great trouble and of increasing anxiety. Our ideal is that every adult man, sane and responsible, is also a citizen having the privilege and under obligations to share in the government, both of the State and of the Nation.

3. In addition to States, there are two territories, Alaska and Hawaii, where the local government is more or less directly controlled by Congress. The Governor is appointed by the President. The people of a territory are allowed certain privileges of self-government, but not all. A territory is regarded as in a stage preparatory for Statehood. The United States desire that each territory shall qualify for statehood as rapidly as possible. For this, however, there must be adequate population and of a character, education and temper that will enable it to understand and administer successfully the institutions and methods of democracy.

4. The people of the United States have come almost exclusively by emigration from the nations of Europe. The earlier emigrants came largely to escape religious and political oppression and to secure freedom. Gradually economic motives prevailed and they began to come to gain a share in the illimitable opportunities of the new continent.

5. The vast majority of the immigrants came with their wives and children and all the property they could bring. They cut entirely loose from their native lands and promptly identified themselves with the interests of the land of their adoption. This has been especially true during the last century and a half when have acquired the English language and have not been taught in the language of their parents. America as a whole has welcomed immigrants of this character.

6. Among the fundamental characteristics of American civilization by which it is sharply distinguished from that of other nations are the following:

- (a) Every adult, responsible male, who is not a criminal, shares in the government. It is a government "of the people, by the people, for the people."
- (b) It follows that political authority is vested in the people not in any ruling family or class. Every one is responsible for good or for bad government.
- (c) This does not mean, however, that there is political license—that every man can do whatever he wishes. The methods of political action are strictly determined by the constitutions of the Federal Government, and of the several States, and by National and State laws passed from time to time in harmony with the Constitution.
- (d) All political actions are determined by majority votes, and all the people agree to follow the expressed will of the majority.
- (e) This character of the American Government requires that all the people shall be so educated and of such a moral character as to work such a system intelligently and honorably. Each man should vote independently. Blind, unintelligent, purchased, and race voting, is contrary to the principles of our Government. Such voting and such voters not only make the government ineffective, but endanger the permanence itself of the democratic form of government.

7. Further important characteristics of America are the following:

- (a) *The Family.* One husband and one wife with their minor children constitute a family. Marriage is decided by the two individuals concerned and not by parents or go-betweens. This does not prevent the advice of parents, but parents do not have the final decision. Marriage is for life. Divorce is not only a disgrace but a great wrong, alike to children and to society. Children of course honor parents throughout life. But parents should respect children, they do not have absolute right over them, such for instance as to compel them to do wrong. A parent may not sell a daughter into a life of prostitution, nor a husband his young wife. Concubinage is a crime. Adult children are free to establish their own independent homes.

- (b) *Children.* While adult children should ever love and honor their parents, and in advancing years if poverty or sickness afflicts them, should care for and protect them, yet in matters of business, in political affairs or in their home, adult children are free from the obligation of obedience to parents. Each adult child should exercise his own independent judgment and live his own life of responsibility. Children, even though minors, may not do wrong at any time at the command of parents. Children who are minors are of course subject to their parents and should loyally love and obey them. Obedience to parents is one of the cardinal virtues.

- (c) *The Status of the Sexes.* A woman is regarded as the equal of man. While each has the peculiar characteristics and duties due to sex, each is to be given equal honor and respect. In matters of moral relation the same standards of purity and chastity are demanded of men as of women. It is a serious moral crime for men as it is for women to indulge in lust.

- (d) *The Sabbath.* is a characteristic fixture of American life. Economically it is a day of rest from daily toil. In this sense it is universally observed. It is also the day devoted to the uplifting of moral and spiritual interests of the individual, the community and the nation. The more faithfully it is ob-

serviced in this respect, the more wholesome is the life of the people.

9. *Business Morality.* Americans lay great stress on the moral value of a promise and of absolute truthfulness. To be true and honest is more important in the scale of virtues than to be polite. Absolute sincerity is the foundation of all virtues. It is the essential basis of noble manhood. To call a man a liar is more insulting than to call him a coward. The entire structure of American business rests on credit. But credit vests upon truthfulness in word and deed. Competition in business is a matter of course. But it must be straightforward and above board. Underhanded, sly or tricky methods of gaining advantage, through deceit of any kind, are scorned. Chinese have the reputation of being the most honorable Asiatic business men with whom Americans deal.

10. *The Bible.* If any one asks the source of the moral and spiritual life of America, there is only one possible answer,—the Bible. Even the political life of America is the product of centuries of efforts to incorporate the fundamental teachings of the Bible in practical life. Those in America who ignore or belittle or despise the Bible are the ones who tend to break away from moral life and who bring disgrace on their families, ruin into society and danger to our political institution.

I do not for a moment contend that all Americans faithfully observe the principles and ideals mentioned above as fundamental characteristics of American civilization. There are many immoral, tricky, irreligious and truly unpatriotic Americans, who sell their votes, who are dishonest in business, who dishonor their parents, disgrace their wives and children and ruin their homes. These, however, are in the minority. America is what it is not by their aid, but in spite of their evil deeds. They constitute a serious menace to our future. We accordingly wish immigrants to our land who will follow our best principles and imitate our best representatives, not our worst,—immigrants who will help us to maintain and carry out to success our great experiment of true democracy in which each man counts for a full man with full responsibility.

Immigrants who do not wish to accept our best ideals, and who will not cordially help us in carrying to success a government "of the people, by the people and for the people" cannot be welcomed to our shores.

Hawaii and California are the two places in which opportunity is being given to Japanese to show whether or not they will aid or hinder true democracy. The question is to be answered by those Japanese who are now in America—for not many more can come to America, at least for the present. The answer will be made clear in the coming twenty to thirty years. If Japanese in California and Hawaii welcome real and full Americanization and make efforts themselves to realize it, the future relations of America and Japan will grow even better. If, on the other hand, they remain in America and their children are to be Americanized in the best sense of the word, the future relations of our two lands are not very bright.

II. HAWAII'S PROBLEMS

If instead of the Japanese, Chinese and Filipinos in Hawaii, there were an equal number of British, German, Scandinavian, etc., the majority of them would soon become American citizens and without doubt Hawaii would have been a State. The presence of so many Asiatics creates many problems.

1. There is first of all the problem of the Orientals. Can they understand, appreciate and administer locally and honestly a democratic form of government. Doubt is widely held by many students of Oriental countries. Hawaii is the first place where the experiment is being made as to whether or not it shall be a success. It behooves the Asiatics in Hawaii to make every effort to fit themselves for the experiment.

2. There is widespread doubt in America as to the possibility of Asiatics becoming genuinely Occidental—genuinely American, in their minds and hearts. This belief is expressed in the well-known phrase—the non-assimilability of the Japanese. It is honestly believed by most Americans that though Europeans can become loyal Americans, accepting the ideals and practices of democracy, Japanese especially are unable to do so. Japanese are always and everywhere Japanese, loyal to their Emperor, for generations untold. This they urge is the fundamental reason why Japanese should not be admitted to the United States. By their very nature and their most admirable virtues they are unalterably Japanese and cannot therefore become loyal Americans.

3. Evidence of these assertions is presented. Japanese immigrants, it is said, do not come like those from other lands, with wives, children and property. They come rather as day laborers, to earn large money and all plan to return with it to their native land. When, after many years, they do bring their wives and plan for long residence, they still plan eventually to return. Their children, moreover, it is stated, they do not wish to become Americans, although by birth in America they have the right. Japanese alone of all the immigrants educate their children most earnestly in their national language and customs. The Japanese school, it is urged, is proof that Japanese parents do not wish their children to be fully Americanized. Moreover although Japanese had full opportunity until 1906 to become American citizens by naturalization, practically none availed themselves of that opportunity.

4. Many Americans in Hawaii, and in the States, look with grave concern on the problem soon to arise when the thousands of Japanese boys born in Hawaii, begin to apply for citizenship privileges and then to vote. What preparation have they for these duties and privileges? Are their hearts American or are they essentially Japanese? Will they be loyal to the American ideals of democracy or will they vote in a mass and for exclusively Japanese interests? Will they regard Hawaii as truly American or rather as a colony of Japan, in fact though not yet in name? Will their parents seek to exercise over their sons when they vote, their parental authority? Or as in America will parents regard their grown up children as free to decide their own lives and votes?

5. Japanese in Hawaii will soon have a fine opportunity to prove whether or not they are really assimilable by Americans and whether or not they are capable of appreciating and administering democratic government. One fact is pretty clear that the experiment will be greatly facilitated if the leaders and creators of Japanese public opinion in Hawaii and in Japan fully understand the nature of the opportunity that is before them and faithfully do their part in making the experiment a success. The Territorial Government of Hawaii and also the entire citizenship is doing splendidly, providing as favorable a condition for Asiatic assimilation as can be easily imagined. Whether the experiment shall proceed rapidly or slowly depends on the Japanese themselves. The more rapidly and successfully it proceeds the greater the help it will render to the establishment of permanent right relations between Japan and the United States as a whole.

IV. SUGGESTIONS.

To aid Japanese in Hawaii really to understand America and enter into its life, the following suggestions are offered. I write for those who have decided to remain permanently in the United States.

1. The first and most important step of all is to master the English language. Not until a foreigner has acquired so much of English as shall enable him to read easily the daily newspaper can he follow the movement of thought and interest of Americans or be able to take an intelligent part in the life of the people.

2. As soon as possible, he who would really enter into American life, should read several histories of the American people—histories of the early days and struggles, of the War of Independence and the Civil War. Biographies also should be read of Washington, Lincoln and Franklin. Of course study should be given to the nature of the organization of the American environment and to such descriptive books as Bryan's Commonwealth. National novels should also be read, such as Uncle Tom's Cabin.

3. No intelligent American relies exclusively on the daily paper for his news or its interpretation. There are many important weeklies and monthlies such as the New York Outlook, the Independent, the Review of Reviews, the Literary Digest, the World's Work, etc.

4. What is the duty of Japanese parents in the education of their children? That depends on what plans they have for their future. If the children are born in Hawaii, and their birth has been duly registered, those children are entitled to become full citizens. It is important that the parents decide early what they plan for them. If the parents do not wish them to become genuine Americans, then they should send them back to Japan while still six or seven years of age, that they may get a complete Japanese education and be fitted for life in Japan. If the children remain in Hawaii till 12 to 15, they will find it difficult to become a Japanese and after 15, almost impossible. They will almost inevitably be queer Japanese.

5. If, however, the child is to grow up and become an American, then it must be done in the most whole-hearted and thorough way possible. At the very best it will be a difficult matter, for although the boy or girl may go to the public school and learn English there, he is living in a Japanese home, speaking the Japanese language and receiving many Japanese ideas and customs. On the plantation, the child will have almost no opportunity for associating with Americans, receiving American ideas and adopting American customs. Playing with Japanese, Chinese or Hawaiian children the influences received will be mixed but certainly not American.

If the child goes to a Japanese language school, morning or afternoon, his "Americanization" is still further retarded, for his teachers are Japanese, who are men less Americanized than himself. Their influence upon him is certain to fasten firmly upon his inner life the conceptions and ideals that control social life in Japan and which are in marked contrast to those that control the life in America. Parents therefore who expect their children to remain in America and become good American citizens will need to take great pains to give them every advantage and utilize every facility. If they are to become Americans, let them become Americans of the best sort.

(a) In case it seems necessary to send children to Japanese language schools, parents should see to it that the teachers there employed are themselves not only well acquainted with American ideas and customs, but are also sympathetic with American ideals, and seek to live in harmony with them. In every American-Japanese school there should be fine portraits of George Washington and President Wilson.

(b) Parents should seek to keep up with their children in acquiring English. They should approve rather than frown upon the adoption of good American customs. It is necessary to say that rudeness, disobedience and irreverence are not American ideals, even though all too common among certain classes of so-called American children.

(c) Parents should encourage their older children to attend classes giving specific instruction in American citizenship. The parents themselves might well attend such classes also, that they too may understand America and keep step with their children in the acquisition of citizenship.

(d) Parents should approve the celebration of American holidays by their children and as far as possible share in them. On the other hand, it is wise to celebrate distinctively Japanese festivals? What interest in or enthusiasm for Tenchoetsu or Kigen-setu, or Shokonsai, can Americans have? The enthusiastic celebration of such festivals by Japanese is the cause of doubt by many Americans as to the possibility of assimilating Japanese. Do not such festivals prevent the development of a feeling of complete unity in the community?

6. For the best and most complete understanding of American conceptions, ideals and character, and for a real acquisition of the same, nothing can be compared with a study of the Bible. Here we find embedded in simple story and easily understood teachings, all the characteristics, ideals and conceptions that have made America to be what it is, conceptions as to God and nature, God and man, husband and wife, parent and child, truthfulness, purity, moral courage, liberty, equality and fraternity. Here we find described in charming form for the most part intelligible even to children the life and words of that man of Nazareth who so lived that for two thousand years everyone who has come to know him has been unable to think of God's character as other than that disclosed in Jesus. Whoever is seriously in earnest to understand America should by all means master the Bible and become familiar with the type of manhood it has produced throughout the centuries—Luther, Calvin, the Reformers, the Pilgrims who established New England, the Abolitionists, the Prohibitionists. The political and religious ideals and organization that exist in America have been secured, established and maintained only at great cost. Whoever would understand America must understand these. This, however, is impossible without a mastery of the Bible, and virtual acceptance of its ideas and ideals.

7. The Bible is not to be understood by one cursory reading. While one rapid reading may be highly valuable, much experience shows that its daily, slow, meditative study is of the highest value in order that its principles and motives of life may sink deep into the heart. Let him therefore who would enter completely into the American life, make it a habit to attend some Christian service regularly week by week, associate with spiritually minded Christians and spend a few moments daily in scripture reading and in Christian prayer.

8. And in giving to American-born Japanese children the best American life, let parents see to it that their children attend the Christian Sunday School and Church services and as they



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